

# Ohio Slavic and East European Newsletter

Published for the Slavic Studies Community in the  
State of Ohio by the Center for Slavic and  
East European Studies, The Ohio State  
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Columbus, Ohio 43210  
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Editor

OSEEN is published twice a month during the academic year. It is mailed free of charge to all those on our mailing list. If you are not on our list and wish to receive OSEEN regularly, please let us know.

OSEEN welcomes news items and notices of Slavic interest from around the State. Items of less than one page in length are carried without charge. Deadlines for the receipt of material are the Monday preceding the first and third Thursdays of each month. The deadline for the next issue is May 16th.

For further information please call one of the following numbers (area code 614): Editor: 888-0962 or 422-2248; Slavic Center: 422-8770.

## OHIO SLAVIC CALENDAR

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|---------|---|
| May 5-7 | -1977 Midwest Slavic Conference, Ann Arbor, MI  |
| May 7   | -WOSU Radio Series (11:00 a.m.) 8.20 AM<br>Dr. Nicholas Pano, "Albania Today"                                   |
| May 11  | -Trip to Russian Orthodox Monastery (1256)  |
| May 14  | -WOSU Radio Series (11:00 a.m.) 8.20 AM<br>Dr. Walter M. Bacon, Jr., "Romanian Foreign Policy"                  |
| May 17  | -WOSU Radio Program (1:30 p.m.) 8.20 AM (1255)  |
| May 18  | -Meeting of College Teachers of Russian, Faculty Club,<br>OSU, 1:00 - 5:00 p.m. (1250)                          |
| May 19  | -Lecture by Gerhard Neweklowsky, "Unity and Variety in<br>the Southern Slavic Languages", OSU, 3:00 p.m. (1249) |
| May 21  | -WOSU Radio Series (11:00 a.m.) 8.20 AM<br>Albert Bates Lord, "Balkan Tradition of Oral Epic Poetry"            |
| May 22  | -Concert of Polish Music, Cleveland (1254)  |
| May 28  | -WOSU Radio Series (11:00 a.m.) 8.20 AM<br>Dr. George Hoffman, "Energy Problems of Eastern Europe"              |
| June 6  | -WOSU-TV, 6:00 - 7:00 p.m., "Languages in Contact: The<br>Case of Southeastern Europe" (1237)                   |

## LAGER' GORIZONT HELD IN BELLVILLE, OHIO ON APRIL 1 WEEKEND

(1252) More than 40 undergraduates and faculty members participated in an all-Russian-speaking weekend, called "Lager' Gorizont" at Temple Hills Camp in Bellville, Ohio over the April 1 weekend. Sponsored by the Ohio State Undergraduate Russian Club, the camp hosted students from the universities of: Akron, Bowling Green, Dennison, Ohio Wesleyan, Ohio State, Ohio, Purdue,

## LAGER' GORIZONT HELD IN BELLVILLE, OHIO ON APRIL 1 WEEKEND (CONT.)

and Toledo. A Russian cuisine was featured for most of the meals, and numerous songs and dances livened up the activities. Participants discussed the works of Dostoevsky, watched slides on and listened to commentary about the U.S.S.R., and watched two Soviet classics, Alexander Nevsky and The Idiot. Featured speakers included Professor Frank Silbajoris of Ohio State and Vladimir Frumkin of Oberlin College.

As a delightful added attraction, Professor Margarita Zinovieva, who had arrived only two days earlier from Pushkin Institute in Moscow, participated in the entire weekend and contributed greatly to making it easier for all students to speak Russian.

For several discussions, students were divided into "ability groups" so that even those with three terms of Russian could be able to express themselves. The success of this weekend promises another such Lager' Gorizont during the next academic year.

## OSU SLAVIC DAY

(1253) On April 27, 1977, 200 students of Russian from seven Ohio high schools came to the campus of The Ohio State University for the annual HIGH SCHOOL SLAVIC DAY. Besides Columbus, cities represented were Cincinnati, Hamilton, Marietta and Thornville. The high school students were given a tour of the campus conducted by the OSU Russian students. In the afternoon several of the high schools participated in a talent show which included folk dancing and singing. At the end of the program, the students viewed the new and very successful film made at the Fall 1976 high school language camp "Lager' Druzhba". Slavic Day is jointly sponsored by the OSU Slavic Department and by the Center for Slavic and East European Studies.

## A CONCERT OF POLISH MUSIC BY THE LIRA SINGERS

(1254) "Musical Memories of Poland"--a concert of Polish classical and folk music by the Lira Singers will be presented Sunday, May 22, 1977 at 3 o'clock in the afternoon in the University Center Auditorium of Cleveland State University, Euclid at E. 22nd Street in Cleveland.

The Lira Singers are 12 young women of Polish background who are students of the Chicago Conservatory of Music and who, for the past 10 years, have been dedicated to popularizing authentic Polish music in America. In the May 22nd program, the Lira Singers will present their musical impressions of Poland, gathered during their very successful concert tour of Poland last year. Joining the Lira Singers in the "Musical Memories of Poland" concert is young Polish-American pianist Arlene Michna, who will perform works of Frederick Chopin.

Also performing will be Cleveland Polish radio personality Eugenia Stolarczyk, who will present Polish poetry recitations. A reception with free refreshments follows the concert. Tickets are \$5.00 for adults, \$2.50 for students and children. "Musical Memories of Poland" is presented by Polish American Radio Enterprises of Cleveland, the Polish Women's Alliance of America-District VII, and the Ethnic Heritage Studies Program of Cleveland State University. For information, contact: Jerry Stolarczyk (216) 641-7528.

## SONGS OF THE SOVIET UNDERGROUND ON WOSU

(1255) On May 17, at 1:30 to 2:00 P.M. WOSU (AM) 8.20 KHC will broadcast on its University Today Series a lecture "Songs of the Soviet Underground" by Vladimir Frumkin of Oberlin College. He explains the nature and origin of Soviet underground poetry and songs, and sings several to illustrate their appeal to the Russian audiences.

## FIELD TRIP TO RUSSIAN ORTHODOX MONASTERY

(1256) The OSU Russian Club is sponsoring a field trip to an authentic Russian Orthodox Monastery. This flavorful bit of tsarist Russia is in Jordanville, New York, and there is room for a couple of vanloads of interested participants. The only expense will probably be a share of the gas money. We plan to be gone from Wed. eve. May 11, to Friday, May 13, with possible stopover at Cornell. Leave word in the Slavic Office at OSU if you're interested. (614) 422-6733.

## WORKSHOP ON THE POLISH AMERICAN HERITAGE

(1257) A two week workshop will be held from June 20 through July 1, 1977 on the Polish American heritage. The workshop, which will include lectures, films, tours and clinics on various aspects of the Polish American experience and on Polish language, culture and intercultural awareness, is to be held at St. Mary's College, Orchard Lake, Michigan. Individuals may attend any one or both of the two one week sessions. 3 hours of academic credit is available. For further information, contact: Workshop Director, Polish American Heritage Workshop/1977, St. Mary's College, Orchard Lake, MI 48033.

## A FOUR-WEEK INTENSIVE PROGRAM FOR INSTRUCTORS OF RUSSIAN

(1258) Between June 27th and July 23rd, 1977, the Russian Language Institute at Bryn Mawr College will conduct an intensive program in Russian. The purpose of this Program is to provide interested instructors of Russian at the pre-college and college levels with a special opportunity for updating language and language teaching skills on the basis of some recent American and Soviet work in the description and teaching of Russian.

Two Soviet scholars, S.N. Pluzhnikova and O.P. Rassudova, will participate in the Program under an agreement with the Pushkin Institute of the Russian Language in Moscow.

Topics for 1977 include:

Impersonal Verbs. Active and Passive Constructions.

*S.N. Pluzhnikova, Senior Researcher, Pushkin Institute*

Verbal Aspect. Verbs of Locomotion.

*O.P. Rassudova, Senior Researcher, Pushkin Institute*

Verbal Morphology and Its Presentation at Elementary and  
Advanced Levels.

*Professor Dan Davidson, Bryn Mawr College*

Techniques for Classroom Use of Recently Developed Audio-Visual  
Materials.

*Professor George Pahomov, Bryn Mawr College*

In addition, daily intensive practical sessions in small groups on Grammar, Lexicon, and the Norms of Contemporary Spoken Russian will focus on special problem areas for speakers of English. Any teacher of Russian at the pre-college level may apply, including former participants in language programs in the Soviet Union. Enrollment is limited. Housing for American and Soviet participants will

## A FOUR-WEEK INTENSIVE PROGRAM FOR INSTRUCTORS OF RUSSIAN (CONT)

be provided on the Bryn Mawr campus in air-conditioned facilities especially suited for language immersion. Graduate credit may be arranged. Fee, including tuition, room and board, and instructional materials is \$925.00. Applicants within commuting distance of Bryn Mawr may request tuition only. In addition there is a registration fee of \$75.00 (non-refundable if the applicant is accepted). Applications and further information available from Professor Ruth L. Pearce or Professor Dan Davidson, Russian Language Institute, Bryn Mawr College, Bryn Mawr, Pennsylvania 19010.

## TWO YUGOSLAV SCHOLARS AT OSU

(1259) Slobodan Markovic, Professor of Yugoslav Literature at the University of Belgrad, and Director of the International Slavic Center of the Socialist Republic of Serbia, and Milan Djurcinov, Professor of Yugoslav Literature at the University of Skoplje will be visiting the Slavic Department at Ohio State on May 17th through 19th. In all probability they will be conducting informal discussions or seminars, but the exact topics and the location are not yet available. For information call the Slavic Department (614) 422-6733.

# THE INTERNATIONAL RESPONSIBILITY OF HIGHER EDUCATION

[The following policy statement was adopted by the American Association of State Colleges and Universities (One Dupont Circle, N.W., Washington, D.C. 20036) during its 15th Annual Meeting in November 1975.]

## The Implications of Interdependence

Institutions of higher learning which claim to offer an education appropriate to the highly interdependent world of today must seriously examine, plan, and implement their international role in the curriculum and other programs. It therefore has become urgent and necessary to attempt to clarify the set of obligations and opportunities that are basic to the fulfillment of the international responsibilities of higher education.

## The Process and Its Semantics

There is much confusion about programs labeled as international education. For some, international education is equated with the academic and cultural experience of students spending a semester or a year in a foreign culture. For others, it is the teaching of international relations or area studies on campus. For yet others, it might be the involvement of a group of scholars and administrators in the educational development of other countries. Still others have broader conceptions involving the introduction of students and faculty to transnational institutions and processes. All of these activities and many others are but fragments of the broader and vital process of international education, a process which spells out significant values and commitments and a process whose total impact is long-term and much broader than that of the sum of its parts.

"International Education" encompasses:

- (a) the international content of curricula;
- (b) the international movement of scholars and students concerned with training and research;
- (c) the arrangements engaging United States education abroad in technical assistance and educational cooperation programs.

The terminology "international-intercultural" is used to indicate:

- (a) that intercultural education is the larger concept that embraces international as well as domestic educational experience;
- (b) that intercultural experience acquired within a nation-state can be invaluable in dealing across national boundaries.

## The Purpose of International Education

The globalization of education should not be on the fringe of the curriculum, "the frosting on the cake." Rather, it must be institutionalized as an integral part of the pedagogical philosophy of the institution and its curriculum. There is no student presently in college who should be exempted from acquiring some sensitivity to the existence, diversity, and dynamic interrelationship of the many cultures in our world society. At graduate and professional levels, there is scarcely a field of knowledge that can be isolated from global issues and the pursuit of their solution. Major areas of training, research, and applied fields can hardly ignore the multinational dimension. The stark realities confronting us are that our existing international economic and political relationships need rethinking. Successful United States educational and cultural interactions with other countries are essential to the long-term contribution of the United States to world peace and to the world-wide improvement in the "condition" of man.

It often has been said that the purpose of a liberal arts education is to liberate the mind. It may be added that within that general purpose, international education has the specific objective of combating ethnocentrism and parochialism. A multitude of programs and diverse approaches can be designed to eliminate ethnocentrism and parochialism, the existence of which in a person is the very antithesis of quality education.

Graduate and professional training require a varying degree of immersion in matters international, depending on the field. However, it is safe to assert that:

- (a) every graduate or professional person has much to gain from exchanges and contacts with colleagues in other societies;
- (b) global issues such as hunger, population, pollution, war and peace will require addressing by multinational, multidisciplinary collaboration.

Vietnam and other issues also have proved that the stakes of United States foreign policy are too critical to be allowed to rest on an uninformed United States citizenry. Higher education has a responsibility to promote greater comprehension of international issues and their implications by the United States public. The United States also must maintain a pool of competence on foreign areas. We must teach Chinese and Russian as well as German, French, and Spanish. We must know about the social, economic, and political dynamics of Ghana as well as those of the U.S.S.R. or of the countries of the Middle East. As a major industrial-technological power we must be involved in significant technical assistance and cooperative relationships around the world. No matter how we define our national interest, such widespread participation is essential to reducing the chances of violence and war.

In short, in training, research, the conduct of technical cooperation, diplomacy, business, and many other fields, the United States cannot possibly survive in isolation. We have entered the irreversible era of interdependence and our educational fare must reflect this reality. It is in this sense that we conceive of international education as an integral part of quality education, and not as an additive or a luxury which some can afford and others cannot.

## The Responsibility of Our Colleges and Universities

The mandate that emerges for higher education is compelling. We urge that, irrespective of its student composition, size, or location, each college and university consider seriously within its normal governance structure the following questions:

1. Does its current undergraduate curriculum reflect the implications of interdependence? Are the "international" and "intercultural" components of its curriculum an integral part of a total institutional plan, or an uneven and fragmented assortment of interests?
2. What ought to be the "international" role of the institution on campus and externally? What is the best way to examine and to plan such a role?
3. What is the status of its resources, human and material, in international studies? How can it strengthen these without additional funding? What is it that it must do that requires additional funding?
4. Has it considered curricular alternatives in such fields as area studies, interdisciplinary and comparative studies, cross-cultural education, etc.? What is the potential of the outreach programs in the international areas?
5. Is it making full use of opportunities for faculty development? How can it develop other opportunities in this area? Does it have provision for visiting foreign students?
6. What is its policy on admission and training of foreign students? Is it making full use of their presence?
7. Is it making full use of opportunities for its students to study and to work in a foreign society?
8. Has it considered the possibility and value of inter-institutional cooperation and consortia arrangements both within and outside the United States in fulfilling its program objectives?
9. Has its board of trustees (or its equivalent) seriously considered the international role and responsibility of the institution? How about its State Commission on Higher Education? Its state legislators?
10. What is its policy in international education in relation to "continuing education" groups, the business community, the media, the government, and K to 12 public education?

### Commitment

We strongly urge the commitment of higher education to institutionalizing international education. We recommend that each institution of higher learning examine, and plan, its international dimension and programs on and off the campus. We believe that this is

a basic responsibility that higher education must meet at this juncture in history when it is imperative to ensure that future generations of graduates are aware of and able to cope with the dynamics of world interdependence. While the surface crisis in international education is partly financial, we are convinced that it is mostly a crisis of insufficient commitment based on lack of appreciation of the stakes involved. There is much more that can be done in generating resources. We can learn from existing trends and experiences, but there is no substitute for the internal, institution-wide process of examining and planning the responsibility and potential role of the institution in international education. Above all, we call for the genuine commitment of the educational leadership to, and the support of other sectors of society for, a mission that has as its ultimate objective not only quality education, but the single most important contribution to the survival of the human race.

From: ADFL Bulletin, May, 1977.

### National Foreign Language Week, 1977

*Following is the text of a Presidential Message distributed by the White House on 22 March 1977 to the Joint National Committee for Languages, the press, and other organizations and agencies:*

National Foreign Language Week gives all of us the opportunity to examine the importance of foreign language study and to reassess the the position of language instruction in our educational system.

When I was Governor of Georgia, I was pleased to invite all foreign language teachers to Atlanta in 1972 to attend a national convention on the teaching of foreign languages. My awareness of the importance of linguistic skills has been sharpened by my travels in Latin America. I learned the enormous value of being able to communicate freely and directly on a person-to-person basis.

As President I have come to believe even more strongly in the benefits of mastering a foreign language. As time allows, I work to improve my own fluency in Spanish, and members of my family are actively studying this language.

I appreciate the good work of our nation's foreign language teachers in constantly upgrading their professional standards, and I share their concern about declining enrollments in this area during recent years.

I think this observance provides a positive step in the direction of encouraging useful and rewarding language study at all levels of education and on through adult life.

Friendly and peaceful relations among nations depend greatly on improved communication between their individual citizens. Becoming fluent in another language is one of the finest ways of achieving such improved communication and promoting better international understanding and goodwill. In the spirit of this Week, I commend all those who are currently teaching or studying a foreign language, and I encourage other fellow citizens to do so.

Jimmy Carter